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ABSTRACT

A kindergarten teacher implemented and evaluated a practicum intervention designed to improve an elementary school's communication with parents concerning its transitional kindergarten program. Implementation occurred over 10 weeks and involved the formation of a committee to approve the plan of action; meetings with seven kindergarten teachers to discuss the coordination of parent-teacher conferences; implementation of parent-teacher conferences attended by kindergarten teachers and parents of children recommended for the transitional program; implementation of two informational programs for parents; and a visit of prospective transitional students to the transitional kindergarten class. Parent survey data suggested that the outcomes of the intervention were positive. Related materials, such as objectives of the transitional kindergarten program, parent survey instruments, and a description of the program's whole language approach to the kindergarten curriculum, are appended. (RH)

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A Model Information Workshop

For Prospective TK Parents

by

Donna M. Johnson

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A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in the School Practices Information Files for reference.

July, 1990

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published and unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here will earn similar respect.

Donna M. Johnson

Donna M. Johnson

Abstract

A Model Information Workshop for Prospective TK Parents.
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Descriptors: Transitional Programs/Parent Workshops/ Parent-Teacher Communication/Preschool Workshops/ Interactive Videos/Preschool Materials/Parent Education/Primary Education.

This practicum addressed the need to better inform prospective parents regarding the school's transitional kindergarten program. A survey of current transitional kindergarten parents revealed that the majority of the surveyed parents felt that they had not received sufficient information regarding the target school's transitional kindergarten program. The writer designed and implemented a TK Parent Information Program to inform and involve the parents concerning the actual TK program. The parents were exposed to the site's TK curriculum through "hands-on" experiences. A post-survey of parents that attended the parent meetings revealed that 100 percent of those parents surveyed agreed that they received adequate information regarding the TK program and they felt their child would benefit from this program.

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Chapter I: Background

Background

This practicum site is an elementary school located in a large county on the eastern coast of central Florida. The school first opened in August of 1966 and it is now staffed by 41 full-time regular classroom teachers, two full-time teachers of emotionally handicapped children (EH), two full-time teachers of children with specific learning disabilities (SLD), one full-time Chapter 1 teacher, one part-time Chapter 1 teacher, one part-time SLD teacher, three Chapter 1 teacher assistants, two EH teacher assistants, one SLd teacher assistant, one kindergarten teacher assistant, one speech clinician, and ten teachers of special areas: art, music, media, physical education, guidance, and computer lab.

There are 1,005 students presently enrolled at this school ranging from developmental kindergarten through sixth grade according to the target school's annual report (1989-90). Eighty-five percent of the

students are white, 14 percent are black, and 1 percent makes up other minority groups. The average teacher-pupil ratio is about one teacher for every 23 students.

The administrative staff is highly open-minded and flexible concerning any innovative ideas a faculty member, parent, or student may wish to implement into the curriculum. The middle-class community is closely linked to the school system and there is a strong, successful parent volunteer program.

The writer has been teaching for five years now, however, this is only the writer's second year of teaching transitional kindergarten (TK). During the first three years of teaching, the writer taught fifth, sixth, and second grade consecutively in a rural school district located near the eastern coast of South Carolina.

Statement of Problem

The writer has a concern about dealing with the lack of knowledge that some parents have regarding the transitional kindergarten program. Therefore, the writer wishes to discuss the importance of clearly explaining the TK curriculum and philosophy to parents of prospective TK students. In order to determine

parent response to the TK program, data was collected from three other elementary schools that have a TK program as well as the target site.

Smooth progression from program to program is an essential goal in the transition procedures. Also, in order for the child to respond positively and make progress in a new program, the transition procedures must be organized and carefully planned out. For example, if a child with a specific learning disability is about to be mainstreamed into a "normal" classroom environment, the transitional procedure needs to be gradual as well as involve the child's parents, the SLD teacher, the classroom teacher, and the school's guidance counselor. In this way, everyone is well informed of the process even after the transition occurs.

It is equally important that parents become informed concerning new programs their young child might be entering in order to help relieve them of the stress related to the transition process. If the parents are not thoroughly informed about a new program, they are more likely to experience many different anxieties which cause resistance to

participate. For instance, the writer has experienced many different attitudes from about 40 percent of the parents at the target site whose children were recommended for TK for the 1989-90 school year. Some parents blame themselves for their child's "failure," others are frustrated because their child is not recommended for first grade, and some develop feelings of inferiority because their child is not developmentally ready for the structure of the first grade curriculum.

According to the Transitional Kindergarten - First Grade Handbook, published by the target county (1988),

> TK is designed for children who are not ready for the formal first grade program. These children have already attended kindergarten and are younger than six developmentally. Developmental age refers to the behavioral age at which a child is functioning.
>
> This extended kindergarten program is experience and movement oriented. The emphasis is on a whole language approach to an integrated curriculum. It is flexible and uses thematic units. A stress-free positive self-image is fostered through an appropriate developmental instructional program. The TK year gives the whole child a gift of time to develop his/her physical, social/emotional, language and cognitive potential. Upon completion of the TK year the children progress to a formal first grade program.

Target county policy requires that a student must first complete a year in kindergarten before being considered for TK placement. In order to insure appropriate placement for each child, evaluation of the child must be made using a variety of sources: the Gesell School Readiness Screening Test, the Kindergarten Group Record of Objectives (GRO sheets), on-going teacher observations, and parent input.

The Gesell test is administered to all students who are strong candidates for TK. TK is designed for students who are developmentally younger than six, but show no more than a twelve month discrepancy between their chronological age and developmental age as measured by the Gesell School Readiness Screening Test. This test is an individual test given by a trained, qualified examiner and it is completed in approximately 30 minutes.

The Group Record of Objectives (GRO) for TK provides a management system for periodically assessing and recording individual student progress and serves as an instructional guide for teachers. To provide criteria for report card evaluation and uniformity of

interpretation for each objective, a taxonomy of skills is included in the GRO manual (Appendix A: 48).

On-going observation of kindergarten students is conducted by the classroom teachers. Each teacher makes written notes of developmentally young behaviors elicited in certain children by referring to a listing of Developmental Characteristics (Appendix B: 49).

Finally, parents of possible TK candidates need to be consulted throughout the year concerning their child's educational experience and information on developmental growth. Since parents must agree with the kindergarten teacher and give their written consent for placing their child in TK, it is vital that they are kept well informed of their child's progress.

The writer surveyed three area school (Appendix C: 50) to determine the status of concern for parent responses to the TK program.

School A serves 756 students in kindergarten through 6th grade. The primary specialist at School A noted that there is a high concern from the school's kindergarten staff as far as answering parents' questions about transitional kindergarten. In order to address these questions in an organized manner, this

particular primary specialist conducts two identical Parent Orientation meetings, one in late October and the other in mid-January. This particular program seems to be fairly effective since approximately 70 percent of the parents whose children are recommended for TK agree to enroll their child in this developmental program.

School B houses 660 students ranging from kindergarten through sixth grade. The primary specialist at School B has observed that the level of concern for addressing parents' questions regarding the TK program is high among the school's kindergarten staff. During the Spring of each school year, the primary specialist holds a two hour informative meeting with those parents whose children have been identified as prospective TK candidates. This particular format has been fairly successful since about 70 percent of the parents of prospective TK candidates give their written consent to enroll their child in TK.

School C has 525 students ranging from kindergarten through sixth grade. Even though the kindergarten staff has expressed a high concern for responding to parents' concerns and questions regarding

the TK program, School C does not have a specific Parent Orientation program. Instead, the kindergarten teachers hold individual conferences with parents of prospective TK students during April and May, and they address any parent questions as best they can. This particular plan has not been too effective for School C since only 50 percent of the parents are convinced that their child needs TK.

Because the target school does not offer parents a formal TK information program the level of concern is also high among the target school's kindergarten staff regarding the parents' inquiries about the TK program. In order to examine how parents feel about the quality of information they might be receiving from the target school regarding the TK program and the decision to place their child in this program, this writer administered a survey to a sample of 25 TK parents who had decided to place their child in the TK program for the 1989-90 school year. The survey included items related to the parents willingness to attend a Parent TK Information Program (Appendix D: 52). The following table lists the results of this survey.

Table 1

SA = Strongly Agree D = Disagree

A = Agree SD = Strongly Disagree

N = Neutral

Item No.	Item Description	Responses				
		SA	A	N	D	SD
1	received adequate information		6	8	9	2
2	would not benefit from orientation			3	14	8
3	would not attend orientation				10	15
4	completely familiar with TK curriculum		6	5	8	6
5	understand the purpose of TK		7	11	5	2
6	agree with TK philosophy		8	5	7	5
7	agree my child would benefit from TK	6	4	7	7	1
8	Yes 15 No 10					

The results of the parent survey revealed that only ten of the 25 parents surveyed indicated agreement or strongly agreed that their child would greatly benefit by participating in the TK program (see item 7). Furthermore, only eight of the 25 parents were in full agreement with the Tk philosophy and curriculum approach when they agreed to enroll their child in the program. Also, only seven of the 25 parents understood

the purpose and need for a TK program in the public school system. At the time these 25 parents gave their written consent to enroll their child in TK, only six of them felt that they were familiar with the TK curriculum.

From the survey results, the writer can make the assumption (see item 3) that all 25 parents would have attended a TK Parent Orientation Program if one had been available to them, and all 25 parents feel that they would have greatly benefited from such an informative program (see item 2). Finally, only six of the 25 parents felt that they received adequate information from the target school regarding the TK program.

This writer's primary concern is whether or not the 1989-90 TK parents felt they were well informed about the TK program at the target school. Since this data was collected from 1989-90 TK parents, the writer would assume that the TK parents for the 1990-91 school year would respond similar to this group who demonstrate a need for a TK Parent Information Program. The results revealed that only 20 percent of the surveyed parents felt that they received adequate

information regarding the TK program. One hundred percent of the parents should have indicated that they were given adequate information. The result is an 80 percent discrepancy gap. There is a clear need to create a TK Parent Information Program for prospective TK parents in the 1990-91 school year.

Outcome Objectives

The following objectives will meet the needs of this particular practicum report:

1. Following participation in the ten week TK Parent Information Program, at least 75 percent of the parents of the target population will raise their knowledge performance by one mean score, as evidenced by the gains between pre-post survey performance scores.
2. Following participation in the ten week TK Parent Information Program, at least 75 percent of the parents of the target population will improve their attitudes about the Transitional Kindergarten program by one mean score, as evidenced by the gains between pre-post survey performance scores.

3. Following participation in the ten week TK Parent Information Program, at least 75 percent of the parents of the target population will agree to place their child in TK for the 1990-91 school year, as evidenced by their written consent to enroll their child in TK for the 1990-91 school year.

Chapter II: Research and Solution Strategy

Research

In this chapter, data will be presented regarding alternative practices for informing parents about the TK program in the three area schools and sources from literature regarding viable alternatives. Also, additional data was found concerning how to build an effective workshop presentation.

After conducting a phone survey with three area primary specialists (Appendix C: 50), the writer discovered that schools located within the same county as the target school address the issue of informing prospective parent about the TK program in various ways. First of all, the primary specialist at School A conducts two identical TK Parent Meetings each school year; the first in late October and the second in late January. During each meeting, the primary specialist reviews the general philosophy of TK, the history of the Gesell Institute, the ages and stages of developmental growth according to the late Dr. Gesell, specific signs of over-placement, and provides a list

of suggested readings concerning school readiness and developmental stages. The final 30 minutes of each meeting are spent listening to former TK parents give their testimonials about TK.

The primary specialist at School B informed the writer that every spring the parents of prospective TK students are invited to attend a two-hour Parent Information meeting. At this time, the primary specialist explains the county's criteria for placing students in TK, Gesell testing procedures and results, the developmental readiness philosophy, the ages and stages of developmental growth, and the TK curriculum.

The primary specialist at School C informed the writer that this particular school does not have a formal orientation program which informs prospective parents about the TK program. Instead, during the spring of each year, the kindergarten teachers hold individual conferences with these parents. If the parents have any questions regarding the TK program, the kindergarten teachers address those questions as best they can.

According to the primary specialist at School C, about 50 percent of the parents of prospective TK

students agree to enroll their children in the program. The other 50 percent of the parents decline from enrolling their child in TK because they either want further testing completed on their child or they feel that they have not received adequate information concerning the TK program to make such a critical decision. As a result, half of the parents whose children have been recommended for TK place their children in first grade following their kindergarten year.

Mark S. Innocenti, Sarah Rule, and Barbara J. Fiechtl (1987), designed a written manual to provide parent educators with structured guidelines for conducting a series of four one-hour informative meetings to help parents of preschool handicapped children fully understand the important role they play in their child's education. Even though the information covered at these four meetings pertains to preschool transition for handicapped children, it can easily be adapted and made useful to other parents of children with special needs.

This project consists of four meetings with approximately three or four weeks between each meeting.

At the beginning of the first meeting, the program leader should present a brief overview of the entire series. Since the parents will be given so much information at all four meetings, Innocenti, Rule, and Fiechtl feel that the best way for parents to retain this information is to provide them with a Parent Handbook. Each handbook is divided into four sections, and each section contains materials related to the topic of that meeting, reference lists for related books, and an information sheet of important names and telephone numbers parents may need.

In order to obtain parental feedback concerning the meetings, the program director of this project provides the parents with a short response sheet and comment form so that the director can better plan for future meetings.

In order to determine if the parents learned anything from the meetings, a pre-post exam was administered to them. The quiz is first given at the beginning of the first meeting and then again at the end of the last meeting. Attendance records are also kept by the program director for each meeting to

determine if items missed on the quiz may be due to a parent's absence when that information was reviewed.

This particular series of parent meetings have been conducted for three years by the Preschool Transition Project (PTP). Parental attendance has been good for all three years and the results of the pre-post exam have also been positive. During each of the three years the series of meetings have been implemented, those parents that attended all the meetings in the series improved their knowledge performance on the pre-post exam.

According to Eastern Lancaster County School District, the most invaluable tool between a teacher and parents is communication since parents are also in the business of education. In order to thoroughly inform the parents of Pre-First Grade children about their developmental program, Lancaster County has developed a Pre-First Parents Guide Handbook. This handbook emphasizes the program philosophy of Pre-First Grade and identifies the five major areas that make up the Pre-First (P-1) program.

Throughout the school year, there are numerous and varied opportunities for open communication among the

P-1 teachers and parents in Lancaster County. Each of these means are also listed in the county's Pre-First Parent Guides. First of all, Parent-Teacher conferences are held twice a year so that the teacher and parents may discuss the child's performance and progress. Report cards are issued twice a year (January and June). A parent response form is also included in the January report card for parents to convey any questions or comments they may have regarding the P-1 program. Furthermore, parents are always welcome to observe a P-1 classroom in order to develop a fuller understanding of the P-1 curriculum.

At the beginning of every month, the "PRE-FIRST NEWSLETTER" is sent home with the students. This paper always includes class information, special projects and upcoming events, pertinent parent information, "Do-Together" projects for home, and "Talk-Together" pages.

Four times a year, Pre-First Coffee Klatches are held. In order to determine what topics parents are most interested in, a questionnaire is sent home to the P-1 parents at the beginning of the school year. Evening meetings are then planned to address the most

popular topics and resource people are invited to give presentations on these topics.

The School Board of Volusia County (Florida) has printed a booklet entitled "A Curriculum Guide For the Kindergarten/First Grade Transitional Class" which contains an outline of suggested procedures for introducing parents to the K-1 Transitional Program. In order to communicate effectively and keep the parents well informed, Volusia County recommends that K-1 teachers follow certain guidelines.

First of all, according to Volusia County, as soon as children are identified as participants in the K-1 class, parents should be notified by letter. This letter should also invite the parents to an Introductory Meeting to the K-1 program. During this meeting which should be presented by the K-1 teacher, parents should be given a parent information sheet which explains the K-1 rationale and the K-1 teacher should go over the rationale with the parents to give them a better understanding of the K-1 program. Furthermore, the K-1 teacher should explain the K-1 curriculum to the parents as well as the physical and behavioral characteristics of the 5½ year old according

to the Gesell Institute. At the close of the meeting, the K-1 teacher should explain the K-1 report card and the class policies with the parents.

According to Carl Roger's philosophy of learning (1969), "Education needs to change to free curiosity; to permit individuals to go charging off in new directions dictated by their own interests; to unleash the sense of inquiry; to open everything to question and exploration; to recognize that everything is in the process of change." Rogers also stated that the field of psychotherapy that the teacher's role should be to develop a relationship and an atmosphere that are both conducive to self-motivated, self-actualizing, significant learning.

Carl Rogers believes that the teacher's role should be that of a facilitator of learning rather than an instructor of learning. Rogers has established the following list of ten specific guidelines for creating a desirable emotional and intellectual climate.

1. The teacher sets the tone by communicating a trust in the students.
2. Students should be stimulated through free exploration.
3. Students are expected to be self-motivated for things that are relevant to them.

4. The teacher should be used as a resource person for each individual student.

5. Each student should be accepted by the teacher.

6. The teacher should be used as a resource person for group experiences.

7. The instructor should play an active part in group discussions.

8. The instructor should verbally express personal feelings.

9. The instructor must empathize with the students' feelings.

10. The instructor must be able to recognize personal strengths and weaknesses.

The idea, according to Rogers (1969),

> "is to create a psychological climate in the school in which the child feels free to be curious and to make mistakes and learn from them and to learn from his environment and fellow students as well as from the teacher."

One example which Rogers uses to promote a student-centered education is the utilization of student contracts. In this way, Rogers believes that the students are free to follow their own goals by selecting materials that meet their own interests and appropriate levels. As a result, Rogers believes that students tend to invest more of themselves in their own

effort, work much harder, and retain more of what they learn.

The writer also obtained information regarding how to build an effective workshop presentation. In the article, "Designing and Delivering Presentations and Workshops," Ric Calabrese (1989) states that "Audience participation and training are an integral part of workshop design, and the goals of workshops are generally to teach and train."

In order to immediately involve all the workshop participants, Calabrese suggests that the workshop leaders encourage open communication between themselves and the participants as well as among the participants. In order to relieve any anxiety among the participants, the workshop leader should begin by sharing personal and professional information about himself, give a brief overview of the workshop objectives, and the sequence in which the main topics will be covered. Calabrese also believes that it is important that the workshop leader stresses to the participants that they will be an active and vital part of the workshop.

In order for a workshop to likely be successful, the workshop leader should smoothly blend information -

presenting activities with "hands-on" activities. Also, the workshop leader needs to summarize regularly by having the participants do it themselves to determine whether or not the group has grasped the important objectives. Finally, requiring the group to complete an evaluation of the workshop is helpful to the workshop leaders so that they can make necessary changes in future workshops based on the responses.

Solution Strategy

After reviewing the previous literature, this writer discovered several alternatives that are applicable for this project as well as some which are not appropriate.

First of all, the TK Parent Meetings conducted at School A and School B both have some strong components that the writer plans to select as well as others that the writer feels are not beneficial to this project. For instance, the writer addressed the same topics as the primary specialists at both schools did in their meetings; however, the writer also involved the parents in several "hands-on" activities in order to increase active participation among the parents. Since School C does not have a formal TK orientation program and only

50 percent of prospective TK parents agree to enroll their children in the program, the writer has rejected their procedure.

After reviewing the three literary sources, the writer chose a wealth of appropriate information from Innocenti, Rule, and Fiechtl as well as some ideas from both Eastern Lancaster County School District, and Volusia County School District. For example, the writer planed to follow the same format and guidelines for constructing the TK Parent Handbook and the series of workshops as Innocenti, Rule, and Fiechtl did. However, the writer planed to conduct the four-part series of workshops in less time than Innocenti, Rule, and Fiechtl so that the prospective TK parents could be well informed about the TK program prior to their child's enrollment in the class. In the past three years that this series of parent meetings have been conducted by the Preschool Transition Project, the parental attendance and program effectiveness have both been outstanding; therefore, the writer felt this was a solid program to follow.

The writer also agreed with Eastern Lancaster County School District that open communication between

parents and educators is very vital. Therefore, the writer believes that this county has a well-developed Pre-First Parents Guide, but there is no indication of an organized Pre-First Parent Orientation program. Instead, this handbook seems to emphasize parent/teacher communication during the students' Pre-First year.

Even though the Volusia County schools conduct a Parent Introductory Meeting to the K-1 program by addressing topics concerning the K-1 program, the writer believes it is also equally important to make the parents active participants so that the program is more likely to be successful. Therefore, the goal of this project was not only to inform the prospective TK parents about the program, but also to actually involve them in the "hands-on" activities which are an important part of the TK program. In order to achieve this goal the writer has adopted the sound philosophy of Carl Rogers since it basically parallels the target county's philosophy of TK. Furthermore, the writer planed to implement the four-part series TK Parent Information Program by following the guidelines of Ric

Calabrese in his article, "Designing and Delivering Presentations and Workshops."

The implementation of this entire practicum project occurred over a ten week period. The materials needed by the writer for this project were either owned by the writer or was easily accessible through the target school's primary specialist. Therefore, the project was both beneficial and feasible to the writer and the target school.

Chapter III

Methodology

The implementation of this practicum project took place over a ten week period (April 2 through June 7). First of all, during the first week of this project, a committee consisting of the project director, principal, assistant principal, primary specialist, and the other TK teacher met so that the project director could give the others a brief overview of the upcoming Parent/Teacher conferences and the Parent Information Program. The project director also briefly reviewed the TK Parent Handbook (Appendix E: 54) which the director has written to get some feedback from the committee. Each member of the committee approved the plan of action as well as the TK Parent Handbook with the exception of two minor details. Based on an important recommendation made by the site's primary specialist, the committee decided to address the issue of "reasons for placing a child in TK" on a one-to-one basis rather than as a whole group to avoid any "sticky" situations. The assistant principal further

suggested that the writer print copies of the handout which inform the parents of the TK Parent Information meetings. Therefore, that same week the project director, under the assistance of the computer teacher, printed a handout listing the necessary information concerning the parent meetings (Appendix F: 55).

During the second week of implementation, the project director met with the site's seven kindergarten teachers concerning the coordination of the Parent/Teacher conferences. At this meeting the kindergarten teachers made the writer aware of the fact that there were more prospective TK students for the 1990-1991 school year than they had expected, therefore, they would need five weeks to conference individually with these parents rather than four weeks. Furthermore, all seven kindergarten teachers felt that the parents would be more likely to attend two Parent Information meetings rather than four meetings in all. After discussing this point with the principal and the other TK teacher, the writer agreed that two meetings would be more appropriate and convenient for the parents. In this way, the duration of the two Parent Information meetings could last as long as necessary

according to the individual needs of those parents attending each meeting.

Finally, the project director presented each kindergarten teacher with a list of items that needed to be discussed with each parent.

The third through the seventh week of this practicum project focused on the actual Parent/Teacher conferences held between the individual kindergarten teachers and the prospective TK parents. During these five weeks of the project, the seven kindergarten teachers conferenced with 60 parents in all. Each kindergarten teacher explained the criterion for recommending a child for TK, distributed the handouts inviting these prospective TK parents to the two TK Parent Information Workshops, and encouraged the parents to attend the meetings before denying their child the right to be placed in TK.

On Thursday evening of the eighth week of implementation the first TK Parent Information meeting entitled, Preview of TK: A Day in TK starring the 1989-90 TK children, was held from 7:00 p.m. to approximately 9:00 p.m.

As the parents entered the classroom they signed in and "walked through" the classroom on their own. At the beginning of the meeting the project director and the other TK teacher introduced themselves and gave a brief introduction about their teaching careers. Then, the project director stated the meeting's objectives as follows:

1. to acquaint you to the physical setting of our classroom;
2. to explain our daily schedule; and
3. to illustrate the way the children work in our classroom.

After the parents had a brief idea about what was going to be discussed at this first meeting, the project director explained that the large classroom was actually two classrooms combined with the two TK teachers working together with both classes. The project director also described how the physical setting of the classroom makes the children eager to learn because of such learning tools as "hands-on" activities, ten learning centers, a classroom library, and a large area to move around. Finally, the project director explained how the classroom is set up so that

the children have specific "easy access" areas where their materials are stored and also areas where the teachers' materials are stored. This promotes responsibility and independence.

At 7:15 p.m. the project director thoroughly described a typical day in TK so that the parents could get an idea of the daily schedule (Appendix E: 54). At this point, the project director also added that the next week's parent meeting will further explain the TK curriculum by giving specific examples of learning activities in each subject area.

From 7:30 to 7:55 p.m. the parents viewed a video tape entitled, "A Day In TK," starring the 1989-90 TK children. The school day prior to this meeting the project director video taped the current TK children for a few moments during each daily activity. During the viewing of the tape, the project director described exactly what was taking place on the screen at that time.

At the end of the video production, the parents were reminded of the second meeting and given a brief review of the next meeting's objectives. In closing the project director also reminded the parent that they

have to agree with what is best for their child rather than the school, therefore, the school is not trying to "sell" TK to them, but only trying to give them the necessary information concerning the program to help make their decision easier for them.

At approximately 8:00 p.m. the project director invited the parents to complete a comment and request form to assist the TK teachers in planning the second parent meeting (Appendix G: 56). Also, the parents were asked to stay for refreshments and individual conversations with the TK teachers if they had any additional concerns or comments.

At this time, the parents seemed very eager to speak with the two TK teachers. The main concern for four different parents was the fact that their children seemed so intelligent so why did they need this class. The TK teachers briefly explained that the fact that they were being recommended for TK had to do with the fact that they are intelligent enough to go to First Grade, but developmentally they may not be ready for the structure of TK. The TK teachers also asked the parents if their children tire easily at the end of a school day or have trouble sitting for a long period of

time. The four parents all agreed that their child fit these descriptions as well as the fact that they all had late birthdays. A fifth parent wanted to discuss the results of her son's Gesell Readiness Test, so the TK teachers asked her to call the school to set up an appointment with the primary specialist who administered the test to the child. The TK teachers also informed the parents they would be happy to meet with anyone on a one-to-one basis concerning the criterion for recommending a child for TK. The meeting adjourned when the last parent left at approximately 9:15 p.m.

Overall, ten parents attended the first parent meeting out of a total of 18 parents who had given their written consent to enroll their child in TK. Four of the parents that attended the meeting had not yet given their written consent to enroll their child in TK, but did so the following day.

The results of the comment and request form revealed that they all felt better about the TK program, but they wanted to find out about the curriculum in more detail. One parent requested that we provide them with a supply list at the next parent

meeting. Overall, the parents felt more comfortable about the atmosphere in TK and five parents wrote that they knew their child belonged in this classroom to help him/her "grow."

On Tuesday evening of the ninth week of implementation,the second TK Parent Information meeting entitled, TK Double Feature: Feature #1 - Whole Language and Feature #2 - Mathematics Your Way was held form 7:00 p.m. to approximately 9:15 p.m.

As the parents came into the classroom, they each signed in and sat down. All ten parents that attended the first meeting also attended the second meeting as well as four additional parents. At approximately 7:05 p.m. the project director welcomed the parents to the second meeting and stated the meeting's main objectives as follows:

1. to further explain the curriculum in TK and
2. to give examples of learning activities that correlate with the site's TK program.

Next, the project director gave a brief synopsis of what was discussed at the first meeting for those parents who were unable to attend.

In order to explain how the site's TK program is developed through thematic units, the project director and the other TK teacher used the theme of "Nursery Rhymes" and demonstrated a learning activity in each of the following subjects so that the parents could see how all subjects are combined as a whole idea rather than as separate entities: Reading Workshop, Writing Workshop, Learning Centers, Mathematics, Social Studies, and Science.

From 7:05 to 7:25 p.m. the TK teacher briefly discussed the contents of the TK Reading Workshop and the TK Writing Workshop (Appendix E: 54). The TK teachers also shared the Big Book entitled, The Enormous Watermelon and had the parents participating in the story by guessing certain nursery rhyme characters after being given pictorial clues. Next, the TK teacher shared some stories the current TK students had written which correlated to The Enormous Watermelon so that the parents could see how creative the children can be when they write about something that interests them.

Next, the project director explained the importance of learning centers in a TK classroom and

the use of center contracts (Appendix E: 54). The project director also briefly described each of the ten learning centers in the classroom as well as demonstrated an additional activity from the Math Center using colored cubes and mittens to correlate with the nursery rhyme, "The Three Little Kittens." As the project director pulled cubes from a sock the parents were asked to add the two sets together. Next, the project director drew the two sets of cubes on a paper and wrote out the correct equation to demonstrate what the children learn at this learning center.

For the next ten minutes the project director explained the site's math program entitled "Mathematics Their Way" (Appendix E: 54). Also, the project director demonstrated a particular math lesson with the parents on reading and interpreting tables. In order to do this, the project director had drawn a large simple table on the chalkboard. The parents were then asked to respond to certain questions by using the table.

From approximately 7:45 to 8:05 p.m. the other TK teachers explained the TK Science and Social Studies program (Appendix E: 54). In order to explain how the

two subjects can easily be taught together the TK teacher explained how the students enjoy working together in small groups on an experiment by discussing, observing, investigating, predicting, recording, and reporting the results to the rest of the class.

After the parents were given a brief overview of the TK curriculum, the project director gave each parent a handout entitled, TK: A Whole Language Approach (Appendix E: 54). The project director explained to the parents that the pamphlet simply outlined the information that was given to them at the two parent meetings so that they can refer to it if they need to or share it with other family members.

The parents were then asked to complete a survey concerning the parent meetings (Appendix H: 58). Once the parents finished with the survey they were invited to stay for refreshments and talk with the two TK teachers individually. Before each parent left the classroom, they each stated that they felt much more secure about placing their child in TK now that they knew about the program. Also, a parent stated that she now felt like her child was a perfect match for TK.

Each of the two parent meetings were set up in a very informal way so that the parents would feel comfortable with the two TK teachers. Also, the project director and the other TK teacher made a point to avoid using "educational jargon" when speaking with the parents so that the information could be clearly stated. Also, the project director and the other TK teacher used many concrete experiences rather than abstract ideas so that the meetings would be more interesting to the parents.

On the final week of the ten week implementation period, the future 1990-91 TK students came to the TK classroom for a brief preview of their new classroom. During a 40 minute period when the current TK students were at activity period, 28 of the future TK students were given a tour of their TK room by the two TK teachers. The project director and the other TK teacher also read a story to the children, taught them a song with all their names in it, and told them about the ten learning centers in the classroom. The children were very excited that they already knew who their new teachers would be and where their new classrooms are located. The project director and the

other TK teacher strongly believe that this visit is very important because it gives the children a good feeling about being in TK.

Resources

Overall, this practicum project was completed at a very low cost. The people needed to make this project a success were the site's principal, assistant principal, primary specialist, computer teacher, media specialist, kindergarten teachers, and the other TK teacher.

The majority of the work involved putting together the two parent meetings and writing the parent pamphlet. This work was the effort of the project director with the assistance of the other TK teacher. The principal allowed the project director to use the site's copy machine and paper to produce the parent pamphlets. The site's media specialist allowed the project director to use the site's video camera to film the children as well as the site's VCR and television to view the video, "A Day In TK." The TK classrooms were used for both parent meetings. The only expense for the project director was the low cost of the refreshments for both parent meetings.

Monitoring

The project director checked to see if the parent meetings were successful or not by having the parents complete a comment and request form after the first parent meeting. Furthermore, at the end of the second parent meeting the parents completed a Parent Survey of TK to determine whether the parent meetings met the writer's stated objectives.

Chapter IV

Results

Since the results of the Parent Survey given to the current TK parents revealed that there was a clear need to create a TK Parent Information Program for prospective TK parents in the 1990-91 school year, the project director administered a similar survey to those prospective TK parents after the final TK parent meeting. The survey included items related to the parents' feelings about the TK parent meetings (Appendix H: 58). The following table lists the results of this survey

Table 2

SA = Strongly Agree D = Disagree

A = Agree SD = Strongly Disagree

N = Neutral

Item No.	Item Description	Responses SA	A	N	D	SD
1	received adequate information from Parent Meetings	14				
2	have benefited from TK Parent meetings	14				
3	completely familiar with TK curriculum	9	5			
4	understand the purpose and need for a TK program	14				
5	fully agree with TK philosophy and curriculum approach	12	2			
6	agree my child would from TK	13	1			
7	Both 10 One 4					

The results of this parent survey revealed that all 14 parents surveyed indicated that they had received adequate information from the TK Parent meetings regarding the site's TK program. Furthermore, all 14 parents strongly agreed that they benefited from attending the TK Parent meetings.

From the survey results, the writer can also conclude that all 14 parents understand and are in

agreement or strongly agree with the TK curriculum approach and the TK philosophy. Also, all 14 parents strongly agree that there is a need for a TK program in public school as well as understand the purpose of the TK program. Finally, all of the parents surveyed strongly believe that their child would greatly benefit from TK.

In conclusion, all three of the writer's stated objectives were met. For instance, the writer stated that following participation in the TK Parent Information Program, at least 75 percent of the parents of the target population will agree to place their child in TK for the 1990-91 school year. During the tenth week of the writer's implementation period, 32 parents had given their written consent to enroll their child in TK out of a total of 40 eligible students. Therefore, at the present time 80 percent of the target population plan to enroll their child in TK for the 1990-91 school year.

Also, at least 75 percent of the parents of the target population raised their knowledge performance by one mean score as evidenced by the gains between pre/post-survey performance scores (Table 1: 9 and

Table 2: 42). Furthermore, at least 75 percent of the parents of the target population improved their attitudes about the TK program by one mean score, as evidenced by the gains between pre/post-survey performance scores (Table 1: 9 and Table 2: 42).

Chapter V

Recommendations

Since pre/post survey results as well as the high number of parents that gave their written consent to place their child in TK for the 1990-91 school year both reveal that the Parent Information Program had been highly beneficial to prospective TK parents. Upon the request of the site's principal, the writer will continue to implement this project in future years.

Also, the writer plans to present the final report as well as the TK Parent Handbook to the county's Primary Education staff department with a request to print several handbook copies.

If the writer's proposal is accepted by the county's Primary Education staff department, the writer will then schedule a workshop to be given at the first county TK inservice during the fall of 1990. At this meeting, the writer will distribute the TK Parent Handbook to all of the target county's TK teachers, review the objectives of the proposal, and the results of the Parent Information Program. This particular

practicum report is versatile enough to be adapted to any program that is unfamiliar to parents or other educators.

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Appendix A

Transitional Kindergarten

Group Record of Objectives

TRANSITIONAL K-1 GRO SHEET

DIRECTIONS

1. RECORD YELLOW BRICK ROAD DEFICIENCIES WITH A CHECK (✓).
2. TEST REMAINING SKILLS THROUGHOUT THE YEAR AND RECORD EXCEPTIONS WITH A CHECK (✓). (SEE P. 3 FOR MORE INFORMATION)
3. ON RETEST CIRCLE THE CHECK IF THE SKILL IS SATISFACTORILY PERFORMED.
4. RECORD CHANGES IN CLASSROOM ENROLLMENT.
5. KEEP GRO SHEETS FOR AUDIT PURPOSES.

KEY

YBR - YELLOW BRICK ROAD TEST AREAS
RC - REPORT CARD *

TEACHER_____

SCHOOL_____

YEAR_____

DATE	YBR	RC	
			MOTOR SKILLS
			Gross Motor GM
	1	*	1. Imitates body positions
		*	2. Balances on one foot
	2	*	3. Walks length of balance beam
		*	4. Broad jumps with both feet
	2	*	5. Hops forward on one foot
	2	*	6. Skips
			7. Throws a ball
		*	8. Catches a large bounced ball
			Fine Motor FM
		*	1. Performs fine motor tasks
		*	2. Cuts with scissors
	11	*	3. Forms basic writing strokes and shapes
		*	4. Writes name
		*	5. Forms letters of the alphabet

Gross Motor

1. Imitates body positions
   - Level 1 - Faces mirror with partner or teacher-observes and imitates simple body positions - one hand up, one hand down, etc.
   - Level 2 - Plays "Shadows" with one child following another; plays "Copycat" with one child facing another
   - Level 3 - Imitates body positions from pictures

2. Balances on one foot (static balance)
   - Level 1 - Balances on one foot 3-5 seconds, as in "Freeze" or "Statue"
   - Level 2 - Balances on one foot 8-10 seconds, as in "Freeze" or "Statue"
   - Level 3 - Balances on one foot 8-10 seconds with arms folded

3. Walks length of balance beam 2" wide (heel-toe)
   - Level 1 - Walks on a wide tape on the floor or 4" wide balance beam
   - Level 2 - Walks forward on 2" wide balance beam heel-to-toe
   - Level 3 - Walks forward, backward, sideward, etc., on balance beam

4. Broad jumps with both feet (DK 20-24"; K 24-27"; TK-1 29-36")
   - Level 1 - Plays "Jack be Nimble"; jumps in and out of hoops
   - Level 2 - Jumps across "The River" outlined by ropes, tapes, gradually increasing width
   - Level 3 - Jumps increasingly farther through activities, such as jumping into a sand pit, etc.

5. Hops forward on one foot (DK 5 times; K 8-10 times; TK-1 10-12 times)
   - Level 1 - Hops forward with the beat of rhythmic instruments
   - Level 2 - Hops forward in games such as "Mother May I?" and "Red Light, Green Light"
   - Level 3 - Hops between targets gradually increasing length in relay races, games, etc.

6. Skips
   - Level 1 - Gallops
   - Level 2 - Step-hops, alternating feet
   - Level 3 - Sustains rhythmic skipping for 30-50 feet

7. Throws a ball (over or underhanded)
   - Level 1 - Throws ball (8" diameter) with two hands
   - Level 2 - Throws a small ball (tennis size) with one hand
   - Level 3 - Throws a small ball (tennis size) taking a step and making a weight shift as the ball is released

8. Catches a large bounced ball (8" diameter)
   - Level 1 - Catches rolled balls, bean bags
   - Level 2 - Catches a ball bounced from a distance of 15' that arrives chest high (3 to 4 times out of 5 attempts)
   - Level 3 - Increases proficiency in catching a bounced ball without displaying avoidance behaviors

Fine Motor

1. Performs fine motor tasks (eye-hand coordination)
   - Level 1 - Strings beads, buttons, snaps and zips
   - Level 2 - Laces sewing cards, makes parquetry designs...
   - Level 3 - Performs simple weaving tasks, sewing activities

2. Cuts with scissors
   - Level 1 - Uses tongs to pick up objects, such as cotton balls; makes random snips with scissors in clay or paper
   - Level 2 - Manipulates scissors in a forward direction, controls laterality, cuts on a straight line
   - Level 3 - Cuts simple geometric shapes

3. Forms basic writing strokes and shapes
   - Level 1 - Forms circular, vertical and horizontal strokes in sand, clay, etc.; forms ○ □ ▭ △ in sand, clay, etc.
   - Level 2 - Forms Level 1 strokes and shapes adding the oblique stroke and △ using sand, clay, finger paint
   - Level 3 - Forms Level 1 and 2 strokes and shapes with preferred markers/crayons/pencils on unlined paper

   NOTE: It is recommended that children be given choices in the size of markers, crayons and pencils. Most children prefer the smaller sizes.

4. Writes name (TK-1 - last name, 2nd semester)
   - Level 1 - Forms several letters of first name in clay or sand from model using capital letters
   - Level 2 - Forms first name in sand and clay
   - Level 3 - Writes first name and initial of last name with preferred markers/crayons/pencils on unlined paper; (TK-1 last name)

5. Forms letters of the alphabet
   - Level 1 - Not applicable to DK
   - Level 2 - Forms many of the letters of the alphabet in sand and clay from model using capital or lower case letters
   - Level 3 - Forms most of the letters of the alphabet from model with preferred markers/crayons/pencils on unlined paper using capital or lower case letters

DATE	YBR	EC	
			Spatial Relations SR
	3,6	•	1. Names and locates body parts
	4,5	•	2. Moves body to demonstrate positional word concepts
			LANGUAGE SKILLS
			Expressive Language EL (Oral)
	20		1. Describes objects in relation to the five senses
	24		2. Communicates using sentences
		•	3. Interprets pictures
		•	4. Describes several events in a story
		•	5. Expresses ideas and thoughts in pre-writing activities
			Expressive Language EL (Written)
		•	1. Expresses ideas and thoughts in process writing activities
			AUDITORY SKILLS
			Auditory Discrimination AD
	13		1. Listens to sounds to determine high, low, loud, soft, fast, slow, same and different
		•	2. Identifies words that rhyme

Spatial Relations

1. Names and locates body parts
   - Level 1 - Locates body parts: head, neck, stomach (tummy), back, arms, hands, legs, feet, toes, fingers, facial features (eyes, ears, teeth, nose, mouth, chin) and bottom
   - Level 2,3- Names body parts in Level 1 plus: facial features (eyebrows, eyelashes, cheeks, tongue, lips), shoulders, chest, waist, hips, knees, ankles, elbows, wrists, heels (Teacher points to body part and child responds)

2. Moves body to demonstrate positional word concepts
   - Level 1 - Moves body to match concepts such as getting into, out of, under, over, between, inside, outside, top, bottom - "Stand between Johnnie and Susie"
   - Level 2,3- Follows the leader to demonstrate concepts such as end, around, away from, behind, in front of, next to, ahead of, nearest, beneath, below, above, left, right

   NOTE: Left and right identification should be experienced at the awareness level only and not recorded.

LANGUAGE SKILLS

Expressive Language (Oral)

1. Describes objects in relation to the five senses
   - Level 1 - Uses five senses in structured play as in feely bags, cooking activities, sound jars, etc.
   - Level 2 - Uses and describes five senses in teacher directed activities - smelling, touching, tasting, seeing, hearing
   - Level 3 - Makes and describes collages using body parts to classify objects/pictures representing the senses

2. Communicates using sentences
   - Level 1 - Completes a sentence by adding a word or words
   - Level 2 - Describes objects using sentences during "Show and Tell"
   - Level 3 - Role plays using sentences and shares original stories

3. Interprets pictures
   - Level 1 - Observes recognizable details - colors, shapes, textures, concepts (on, over)
   - Level 2 - Answers questions about facts and details
   - Level 3 - Extracts meaning, describes feelings, voices opinions

4. Describes several events in a story
   - Level 1 - Dramatizes or discusses a story that has been told or read
   - Level 2 - Answers questions about events in a story that has been told or read
   - Level 3 - Retells several events in a story that has been told or read

5. Expresses ideas and thoughts in pre-writing activities
   - Level 1 - Contributes original sentences to group experience stories as a follow-up to field trips, nature walks, etc.
   - Level 2 - Describes or dictates simple sentences about drawings or experiences; contributes ideas to group experience stories
   - Level 3 - Describes ideas for stories - I'm going to write a story about...and contributes ideas to group experience stories

Expressive Language (Written)

1. Expresses ideas and thoughts in process writing activities
   - Level 1 - Expresses ideas or labels drawings by using invented spellings that include scribbling and mock letters
   - Level 2 - Expresses ideas or labels drawings by using invented spellings that include mock letter forms and initial consonants
   - Level 3 - Expresses ideas or labels drawings by using invented spellings that include initial, medial, and final consonants

AUDITORY SKILLS

Auditory Discrimination

1. Listens to sounds to determine high, low, loud, soft, fast, slow, same and different
   - Level 1 - Distinguishes loud, soft, fast and slow through rhythmic activities
   - Level 2 - Identifies simple clapping, tapping patterns, loud, soft, fast, slow, high, low, through rhythmic activities
   - Level 3 - Identifies more complex rhythmic patterns with rhythm instruments or singing games

2. Identifies words that rhyme
   - Level 1 - Listens to simple songs and rhymes, supplies missing words to complete rhymes
   - Level 2 - Stands, claps, or jumps when rhyming words are heard in songs and poems
   - Level 3 - Responds to rhyming and non-rhyming word pairs by signaling

DATE	YBR	RC	
			Auditory Memory AM
	16	*	1. Follows oral directions
		*	2. Recites poems, fingerplays, and songs
	15		3. Repeats a tapping sequence
			VISUAL SKILLS
			Visual Discrimination VD
	12		1. Identifies figures against a background
	9	*	2. Matches like numbers/letters/words
			3. Recognizes concepts in print
			Visual Memory VM
	10		1. Identifies from memory - objects/colors/symbols
	16	*	2. Sequences 3 pictures to make a story
		*	3. Names upper and lower case letters
			THINKING SKILLS
			Logical Thinking LT
	18		1. Identifies whole/part relationships

Auditory Memory

1. Follows oral directions by placing auditory information in sequence
   - Level 1 - Follows one-task directions - "Put the block on the table," or "Go to the door." (Prerequisite Skill to Level 2)
   - Level 2 - Follows two-task directions - "Run to the door and skip back to your desk."
   - Level 3 - Follows three-task simple directions, "Run to the door, skip back to your desk, and sit down."

2. Recites poems, fingerplays, and songs
   - Level 1 - Listens to simple rhymes, repeats simple fingerplays, rhymes, songs
   - Level 2,3- Repeats nursery rhymes, short poems, more complex fingerplays, and songs

3. Repeats a tapping sequence without visual clues
   - Level 1 - Claps rhythmically to music, imitates simple clapping patterns (Prerequisite Skill to Level 2)
   - Level 2 - Imitates a simple tapping sequence (3 to 4 beats; produced by the teacher from behind a screen)
   - Level 3 - Imitates a more complex tapping sequence (5 to 6 beats) as for Level 2

VISUAL SKILLS

Visual Discrimination

1. Identifies figures against a background
   - Level 1 - Identifies large object in picture
   - Level 2 - Identifies detailed parts of a picture using yarn, magic eye, or seasonal templates to isolate parts of a picture
   - Level 3 - Identifies objects hidden in pictures (from Highlights for Children, Weekly Reader, etc.)

2. Matches like numbers, letters, and words
   - Level 1 - Matches letters using the letters of first name (upper case)
   - Level 2 - Matches letters (upper to upper case, lower to lower case) on flannel board and magnetic board; matches numbers on flannel board and magnetic board
   - Level 3 - Matches letters (upper to lower case) and numbers on a chalkboard or by using sandpaper, wooden, plastic, styrofoam, pipe cleaner letters and numbers; matches words to those in experience chart stories

3. Recognizes concepts in print (Orientation to printed material)
   - Level 1 - Turns pages of a book separately
   - Level 2 - Identifies the front, back, top, bottom of a story book
   - Level 3 - Identifies where a story begins on a page and recognizes that the words, not the pictures, tell a story

Visual Memory

1. Identifies from memory - objects/colors/symbols
   - Level 1 - Recalls experiences such as naming things seen on the way to school; recalls on item removed from a series of 2 or 3 concrete objects; recalls classroom experiences such as field trips
   - Level 2 - Recalls one item removed from a series of 4 to 5 concrete items; describes a classmate who has left the room
   - Level 3 - Recalls one item removed from a series of 5 to 7 concrete items; recalls one picture removed from a series of 3

2. Sequences 3 pictures to make a story
   - Level 1 - Dramatizes familiar sequential tasks such as dressing, brushing teeth, eating breakfast, etc.
   - Level 2 - Arranges 3 simple story pictures in sequence
   - Level 3 - Arranges 3-4 more detailed story pictures in sequence (DLM Sequence Cards, etc.)

3. Names upper and lower case letters
   - Level 1 - Shows interest in letter names; learns the letter names in first name (upper case)
   - Level 2 - Identifies letter names, upper or lower, introduced through visual, auditory and tactile experiences (May show preference for capital letters)
   - Level 3 - Identifies all upper and lower case letter names

   NOTE: It is normative for pupils at this age to have difficulty correctly identifying such letters as b/d, p/q, m/w, u/n, etc.

THINKING SKILLS

Logical Thinking

1. Identifies whole/part relationships
   - Level 1 - Assembles simple wooden puzzles (4-8 pieces)
   - Level 2 - Names parts of whole objects (piece of cake, leaf of lettuce, branch of tree, handle of cup; sings "I'm a Little Teapot," assembles wooden puzzles (10-12 pieces)
   - Level 3 - Names an object when shown one of its parts (elephant trunk, bird beak, bird feather), assembles more complex puzzles; responds to simple riddles

Date	YBB	RC	
			2. Identifies objects, words, concepts as opposites
	17		3. Makes simple inferences
			MATHEMATICS SKILLS
			1. Participates in awareness level activities
			2. Counts by rote (1st semester) Counts by rote (2nd semester)
	21	*	3. Sorts and classifies any collection of objects
		*	4. Identifies shape of
		*	5. Compares objects with particular characteristics
		*	6. Interprets simple graphs
		*	7. Orders a set of graduated objects
		*	8. Writes numerals
			9. Recognizes and names numerals

Level 1 - Sings songs and moves body to opposite action words - "Go In and Out the Window"; touches and describes an object using a concept word such as hot/cold, wet/dry, soft/hard
Level 2 - Matches pictures of opposites
Level 3 - Names opposite of given picture or word

3. Makes simple inferences
Level 1 - Completes open-ended sentences, such as: What would happen if...you spilled your milk, forgot your lunch money, ran into the street?, etc.
Level 2 - Completes open-ended stories such as: Mother said, "We are all out of milk." She gave Jason some money to go to the store. What did Jason buy?...or as in the Talents Unlimited program...Think of many, varied, and unusual things that could have been at the top of Jack's beanstalk, etc.
Level 3 - Chooses correct picture (from 3) to identify logical ending to story read by the teacher (As in HBJ Prereading Skills Inventory); or completes more complex open-ended stories

MATHEMATICS SKILLS

1. Participates in awareness level concepts (Guide p. 39B)
DO NOT RECORD
Level 1 - Participates in activities such as Calendar, Money (lunch money), and Time (Time for lunch, time to go home)
Level 2,3- Participates in activities that include Calendar, Money (Identifies penny, nickel, dime), Fractions (1/2), Ordinal numbers 1st-5th, Measurement (Standard, non-standard, and metric)

2. Counts by rote 1-20 (1st semester), 1-29+ (2nd semester)
TK-1 1-29+ (1st semester), 1-99+ (2nd semester)
By 10's to 100 (Awareness Level only - DO NOT RECORD)
Level 1,2,3- Participates in calendar, counting activities, counting songs and fingerplays

3. Sorts and Classifies any collection of objects
Level 1 - Sorts objects by type, function or use (food, transportation, buttons, etc.); puts toys away in appropriate places
Level 2 - Classifies objects by one attribute - color, shape, or size; sorts/classifies items from treasure boxes or tubs
Level 3 - Classifies objects by 2 or more attributes "Read My Mind," MTW, pp. 70-71

4. Identifies shape of
Level 1 - Experiences shapes through total body movements (large plywood shape box or appropriate games, action songs, etc.) and tubbing activities
Level 2,3- Verbalizes the name of each shape using manipulatives and/or pictorial representations of shapes

5. Compares objects with particular characteristics
Level 1 - Compares objects through structured play activities (bigger, smaller, longer, shorter)
Level 2 - Compares 2 similar objects - Which is shorter, longer, heavier, etc.? (MTW Seasonal Graphing Guide, pp. 48-63, Which apple is heavier?, etc.)
Level 3 - Compare 3 or more similar objects according to weight, size, length, etc., and verbalizes which is the shortest, longest, heaviest, etc.

6. Interprets simple graphs
Level 1 - Participates in real graphing activities
Level 2,3- Makes comparisons using real and pictorial graphs - more, less, etc.

7. Orders a set of graduated objects (Seriation)
Level 1 - Orders a set of 3 graduated objects such as cylinders, tin cans, painted paper towel rolls, nesting boxes
Level 2,3- Orders a set of graduated objects (5+) as in Level 1 plus identical soda bottles filled with various amounts of water, sealed matchboxes filled with different amounts of rice or sand; clay balls rolled to different sizes, and treasure box items such as keys, shells, jar tops, buttons, etc., MTW p. 120

8. Writes numerals 1-5 (1st semester), 1-10 (2nd semester)
TK-1 1-10 (1st semester), 1-20 (2nd semester)
Level 1 - Manipulates and explores with sand, clay, or painting activities to enhance fine motor skills necessary for numeral writing at Level 2
Level 2 - Writes numerals 1-5 using Kinesthetic Mode Guide pp. 71-75
Level 3 - Writes numerals 1-10 using preferred markers, crayons, pencils on unlined paper

9. Recognizes and names numerals (K 0-10; TK-1 0-20)
Level 1 - Recites counting poems and fingerplays
Level 2 - Names numerals 0-5; TK-1 0-10
Level 3 - Names numerals 0-10; TK-1 0-20

DATE	YDR	RC	
		*	10. Determines position - first, last, middle, next
		*	11. Produces patterns
		*	12. Uses one-to-one correspondence
		*	13. Matches numerals to sets of objects
			14. Joins sets of like objects to 10
		TK-1 *	15. Separates sets of like objects to 10 (TK-1 only)
			16. Recognizes number concepts 1-5

10. Determines positions - first, last, middle, next (prerequisite skill for ordinal numbers)
    - Level 1 - Experiences concepts through walking in line, washing hands, getting water...Who's first, last, next?
    - Level 2 - Orders concrete objects using first, last, middle, next - "People Row Patterns," MTW, p. 29
    - Level 3 - Orders concrete objects and pictures using first, last, middle, next

11. Produces patterns
    - Level 1 - Imitates and recognizes AB patterns
    - Level 2 - Creates and extends AB patterns
    - Level 3 - Creates and extends more complex patterns, AAB, AABB, or ABC, etc.

12. Uses one-to-one correspondence to determine equivalent and non-equivalent sets (concrete level)
    - Level 1 - Matches cups and saucers, shoes and laces, chairs to children, etc.
    - Level 2 - Touches objects one after another while simultaneously saying the correct number, MTW, p. 92, Guide p. 149
    - Level 3 - Matches sets using concrete objects and verbalizes the terms more, less, fewer, greater, same

13. Matches numerals to sets of objects
    - 1-5 (1st semester), 1-10 (2nd semester)
    - TK-1 1-10 (1st semester), 1-12 (2nd semester)
    - Level 1 - Counts concrete objects 1-5 (prerequisite skill for numeral recognition)
    - Level 2 - Matches numerals to sets of objects 1-5
    - Level 3 - Matches numerals to sets of objects 1-10

14. Joins sets of like objects to 10 (2nd semester)
    - Level 1,2- Counts and explores concrete objects (prerequisite skill for joining sets)
    - Level 3 - Joins sets of concrete objects to 10 - Workjobs II, TOPS, Number Tubs

15. Separates sets of like objects to 10 (2nd semester) TK-1 only

16. Recognizes number concepts 1-5 (2nd semester)
    - Level 1,2- Counts and explores concrete objects (prerequisite skill for number concepts)
    - Level 3 - Recognizes and verbalizes combinations for numbers to 5 (Assessment Strategy, MTW, p. 187)

Appendix B

Developmental Characteristics of a 5½ Year Old

PHYSICAL-MOTOR

Developmental Characteristics

5½ year old	6 year old
- exhibits visual confusion (eyes sweep back and forth)	- exhibits good ocular pursuit (increased tracking ability)
- displays auditory confusion	- asks for repeated oral directions
- displays awkward fine motor	- begins to show awareness of hand as a tool
- controls pencil grasp	- exerts heavy pressure on pencil
- shifts head side to side	- shifts head to non-dominant side
- falls sideways out of chair	- falls backwards out of chair
- acts inconsistently	- works sloppily and in a hurry
- displays short attention span	- attempts work in spite of distractions
- sweeps tongue back and forth	- pushes tongue against cheek/lips
- moves constantly	- exhibits sudden bursts of energy
- shows peak of reversals	- reduces amount of reversals
- catches ball (hand and chest)	- catches ball (hands only)
	- talks, hums, whistles while working

Classroom Implications

5½ year old	6 year old
- provide informal, holistic reading/writing activities (avoid formalized instruction)	- continue to provide informal, holistic reading/writing activities (avoid formalized instruction)
- plan short work periods (15 minute lesson)	- extend work periods (2 sessions/15 minutes)
- provide physical activity	- channel bursts of energy
	- provide auditory reinforcement
- avoid copying from the board	- avoid copying from the board
- avoid calling attention to reversals	
- allow children to choose writing (lined or unlined paper	- continue allowing children to choose writing instrument/lined or unlined paper

PERSONAL-SOCIAL

Developmental Characteristics

5½ year old

- displays opposition (good or bad)
- focuses away from mother/home
- tests authority/limits
- displays inconsistency in routines
- displays temper tantrums
- shows interest in gross motor activities
- displays difficulty making decisions

6 year old

- displays desire to be good in school
- centers on self/school
- wants to do well; likes praise
- prefers balanced, fixed routines
- complains, bosses, tattletales, teases
- shows interest in play and work
- is competitive

Classroom Implications

- need consistent rules and discipline (avoid severe criticism; use positive reinceforcement)
- allow children to collaborate on tasks/projects
- allow children to attempt their own way of doing things
- redirect frequently

- need consistent rules and discipline (avoid severe criticism; use positive reinforcement)
- allow children to collaborate on tasks/projects
- need to de-emphasize competition

LANGUAGE

Developmental Characteristics

5½ year old

- answers first what was heard last (auditory reversals)
- gives answers not equal to cognitive understanding
- changes verbal responses (sometimes yes, sometimes no)

6 year old

- asks for repeated directions
- answers two part questions; asks many questions
- gives quick verbal responses, explanations
- anticipates closure in others' speech
- enjoys jokes and guessing games

Classroom Implications

- provide time for children's detailed explanations
- read to them at short intervals
- provide opportunities for verbal interaction with peers/teacher
- avoid isolated letter/sound instruction

- provide time for asking questions
- read at longer intervals
- provide for oral group work
- continue to provide opportunities for verbal interaction with peers/teacher
- continue to avoid isolated letter/sound instruction

COGNITIVE

Developmental Characteristics

5½ year old	6 year old
- mixes use of upper and lower case letters	- differentiates upper and lower case letters
- retraces over strokes	- executes strokes in a hurry
- uses uneven size and spacing	- shows better use of spacing
- writes numbers to 10 or beyond	- writes numbers to 20 with difficulty
- recognizes errors, but does not complete to satisfaction	- recognizes errors, crosses out and erases sloppily
- writes first name	- writes first and last name
- copies divided rectangle (obliques segmented)	- copies divided rectangle (cross over pattern)
- distinguishes between fantasy and reality with difficulty	- begins to distinguish between fantasy and reality

Classroom Implications

- provide tactile experiences	- provide tactile experiences
- provide avenues for expression (centers)	- provide avenues for expression (children take artistic expression seriously now)
- provide follow up activities	- provide follow up activities
	- provide manipulatives and play games rather than use workbook/ditto activities
- provide movement exploration activities (avoid competitive games/sports)	- continue to provide movement exploration activities and begin to introduce organized games/sports

Appendix C

Phone Survey of Three Area Primary Specialists

Schools A, B, and C

1. Does your school have a special orientation program to inform parents of prospective TK students bout the developmental program?

2. If so, could you explain your program to me? Is it unique in any way?

3. If not, how do you go about informing parents whose children are prospective TK candidates?

Appendix D

Parent Survey of TK

The purpose of this survey is to collect data regarding the quantity and quality of information you received about the TK program prior to placing your child in this program.

Use the rating scale below to indicate your level of agreement or disagreement with each statement regarding the TK program at Fairglen Elementary School.

SCALE:
1 = Strongly Agree
2 = Agree
3 = Neutral
4 = Disagree
5 = Strongly Disagree

THANK YOU FOR YOUR PARTICIPATION!

_____ 1. I feel that I received adequate information from the school regarding the TK program so that I was able to objectively decide to place my child in TK.

_____ 2. I do not feel that I would have greatly benefited from a TK Parent Orientation Program prior to deciding to place my child in the TK program.

_____ 3. If a TK Parent Orientation Program had been available at the time my child was recommended for TK, I would not have attended.

_____ 4. I felt I was completely familiar with the TK curriculum objectives at the time I gave my written consent for my child to enter the TK program.

_____ 5. I fully understood the purpose and need for a TK program in the public school when I agreed to enroll my child in this program.

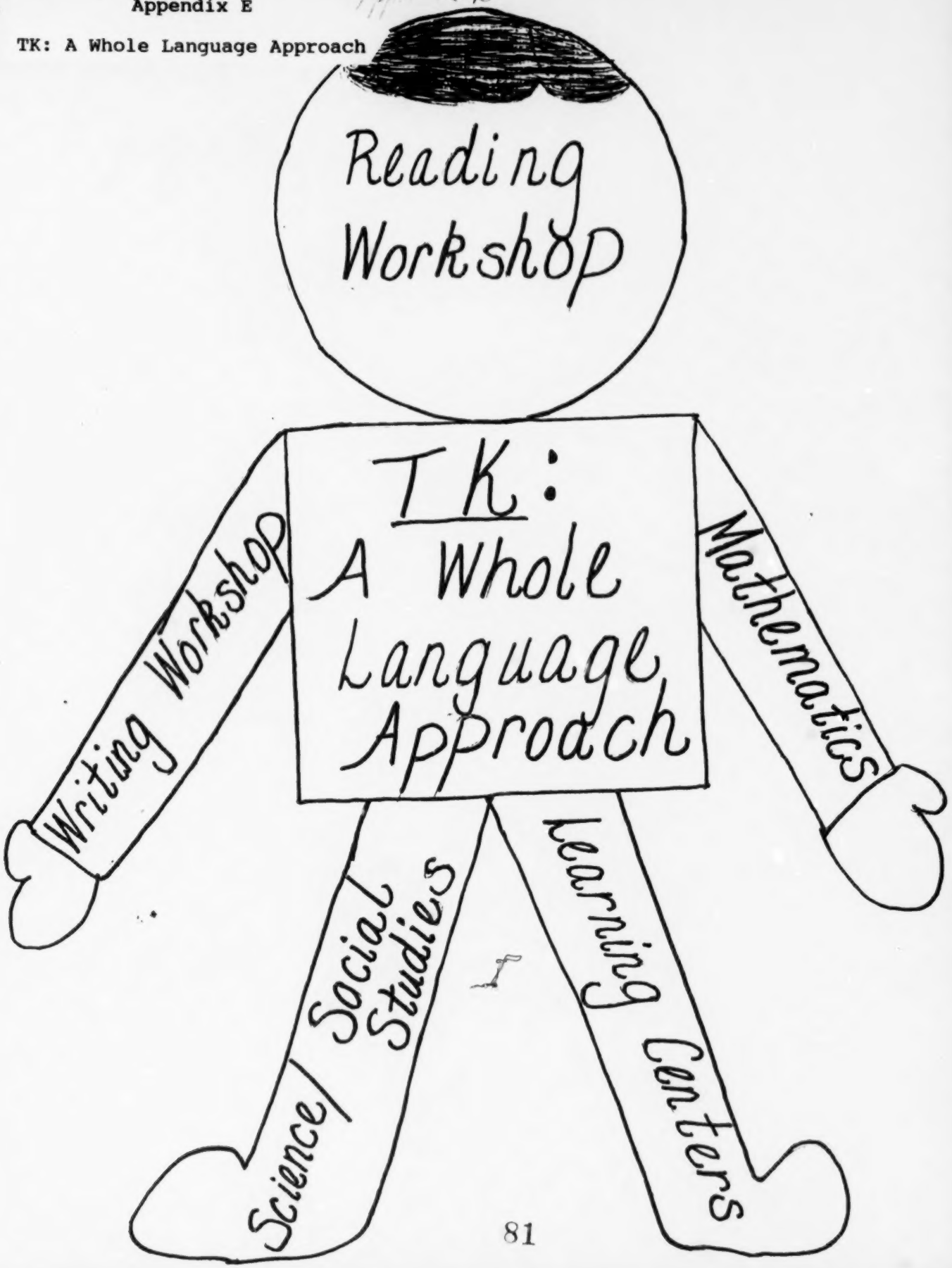
_____ 6. At the time I gave my written consent to enroll my child in the TK program, I was in full agreement with the TK philosophy and curriculum approach as I understood it.

_____ 7. When I agreed to place my child in TK, I strongly believed my child would greatly benefit by participating in this program.

8. I would willingly serve on a school panel to develop a TK Orientation Program for parents. (Check One).

_____ Yes _____ No

TK: A Whole Language Approach



TK: A WHOLE LANGUAGE APPROACH

I. INTRODUCTION

Our TK classroom is set up so that the children are eager to explore, investigate, and manipulate the learning materials. Also, the warm atmosphere invites the children to immediately participate in an active learning process.

Our annual curriculum is broken down into several thematic units of study which allow the children ample time to become actively involved in relevant, authentic activities. The children participate in many "hands-on" learning activities so that the learning becomes real to them. Finally, these thematic units are the basis for our language activities, learning centers, art experiences, math activities, science discoveries, social studies lessons, and writing workshop ideas. Therefore, the subjects are interwoven together under one theme rather than taught as separate entities.

II. READING WORKSHOP

Our reading program is based on a whole language approach to learning which involves using a rich variety of literature and print-rich books, magazines, Big Books, poems, word lists, letters, notes, journals, and children's personal stories.

Each day our reading workshop includes the following learning activities:

1. Storytelling- The children sit close to the teacher and listen to the teacher tell stories or one another tell stories.

2. Shared Reading- This allows the children to predict outcomes, identify patterns, locate rhyming words, identify beginning, middle, and ending sounds, recognize words, and retell the story in their own words.

3. Reading to the children- The children sit close to the teacher and listen to a variety of stories that interest them.

4. Providing opportunities for the children to read by themselves to expose them to many kinds of literature.

III. WRITING WORKSHOP

Throughout the school year, children are at different stages in the writing process. Each child works at his/her own pace since process is more important than the finished product. If children are excited about writing and they have many opportunities to write about things that are relevant and important to them, they will continue to enjoy writing and not view it as a "painful" learning experience.

Our TK Writing Workshops usually begin with a short mini-lesson where the teacher introduces new composing skills, teaches necessary mechanical skills (ex. using a stapler), or explains classroom procedures and requirements. Next, the children are given time to actually write. The children are free to choose what subject they would like to write about. Sometimes two children work together to write and illustrate a book. At this time, the teacher holds individual conferences with students where the child "teaches" the teacher about his/her subject. The conference can be concerned with any aspect of the writing process from choosing a topic through drafting and editing to polishing the product for publication. At the end of writing workshop, the children take turns sharing their work whether it is a story or one page. The listeners are given a chance to compliment and ask questions to the "young author." In this way, the children learn from one another.

IV. MATHEMATICS

Brevard County has adopted a manipulative mathematics program entitled, Mathematics Their Way, for grades Developmental Kindergarten, Kindergarten, and Transitional Kindergarten. This program allows young children to internalize mathematical concepts by actively exploring a variety of materials that are familiar to them. The following math areas are emphasized in TK:

1. Free Exploration- Children are given freedom to explore the new materials in their own way by counting, sorting, comparing, or creating designs. Also, the children are learning where the materials are kept and rules for their use.

2. Patterning- Children learn to identify and create patterns using concrete objects.

3. Sorting, Classifying, and Comparing Objects- Children examine groups of objects and define characteristics that the objects have in common.

4. Counting- Children have several opportunities counting objects, counting by 1s, 2s, 5s, and 10s.

5. Numeral Writing

6. Addition and Subtraction using classroom materials

7. Graphing- Children learn to construct and interpret real, picture, bar, and people graphs.

8. Problem Solving- The children learn to count, add, and subtract to solve problems.

9. Calendar Activities- These daily activities expand the concepts of time, number, sequence, patterning, and graphing.

V. LEARNING CENTERS

Our ten learning centers foster independence, self-control, and responsibility. The children have an active part in planning, problem solving, and decision making. The children may choose a center to pursue learning in their own unique way.

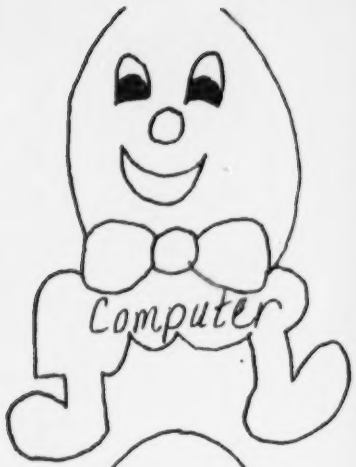
Approximately every four weeks the learning centers are changed and they all revolve around one theme. One example of a center contract is attached with a listing of all ten centers and the skills developed at each one.

VI. SOCIAL STUDIES

The district has recently adopted The You and Me Series of Big Books to be used in TK. These Big Books first develop the topic of "me" from which children are then led outward to explore their relationships with their families and friends. Finally, they are led to examine their relationships with the community. These Big Books offer a wide range of opportunities for shared reading, discussion, vocabulary development, listening, and writing.

VII. SCIENCE

Our science program, Project AIMS ("activities to integrate mathematics and science), is an activity-based program which involves the art of questioning, investigating, hypothesizing, predicting, observing, recording, discovering, and reporting. Quite often the children experience cooperative learning by working in small groups with each member having a particular responsibility. Motivation and involvement are highly increased as the children investigate real situations and actively participate in the process.



Center Contract

Math - Joining Sets
The 3 Little kittens' Mittens

Blocks - Build London Bridge

Art - Paint the Old Woman's Shoe

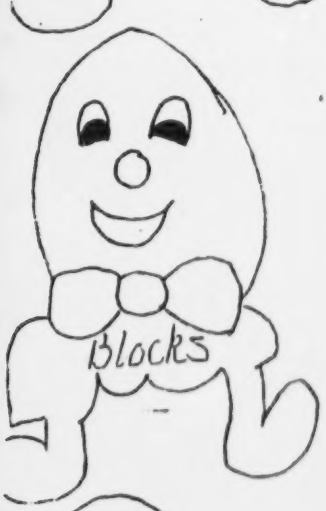
Discovery - Humpty Dumpty's Egg
Investigating eggs

Writing - Write a riddle about favorite nursery rhymes

Reading - Nursery rhyme puzzles & books, recording nursery rhymes

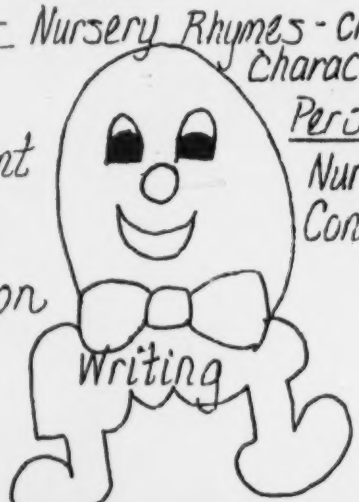
Motor - One, Two, Buckle My Shoe
Obstacle Course

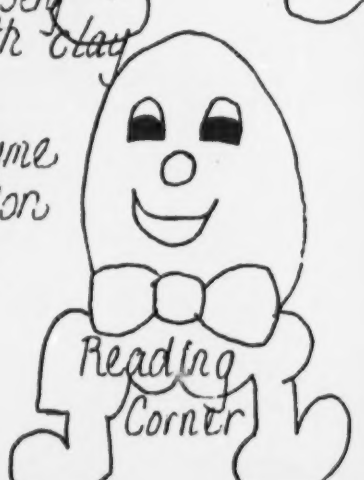
Media - Nursery Rhymes - create nursery characters with clay



Computer -
"The Frog Went A Courtin"
Eye / Hand Coordination

Perception -
Nursery Rhyme Concentration Game





OUR DAILY SCHEDULE

FIRST SEMESTER

8:45-9:00 a.m.	Storytime
9:00-9:15 a.m.	Morning Announcements
9:15-9:30 a.m.	Calendar Activities
9:30-9:55 a.m.	Centers (Monday, Tuesday, & Wednesday) Big Projects (Thursday & Friday) (9:30-10:30 a.m.)
10:00-10:30 a.m.	Language Arts (Reading Workshop)
10:30-10:50 a.m.	Recess
10:55-11:15 a.m.	Lunch
11:20-11:40 a.m.	Singing
11:40-11:55 a.m.	Social Studies/Science
12:00-12:20 p.m.	Activity Time (Art, Computer, P.E., Music, Library, and Guidance)
12:25-12:55 p.m.	Math
1:00-1:20 p.m.	Writing Workshop

SECOND SEMESTER

The morning activities are exactly the same as the first semester.

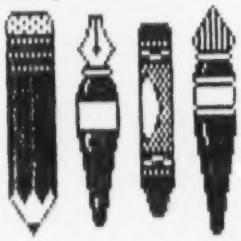
12:00-12:40 p.m.	Activity Time
12:45-1:00 p.m.	Rest Time
1:00-1:40 p.m.	Math
1:45-2:00 p.m.	Snack Time
2:00-2:30 p.m.	Gross and Fine Motor Time
2:30-3:05 p.m.	Writing Workshop
3:05 p.m.	Clean-up

Schedule of TK Parent Information Meetings

PREVIEW OF COMING ATTRACTIONS
TK PARENT INFORMATION MEETINGS

Preview of TK: A Day in TK
Starring the 1989-90 TK children

Date: Thursday, May 17, 1990
Place: TK classrooms C-3 and D-3
Time: 7:00-8:00 p.m.



TK Double Feature

Feature #1: Whole Language
Starring process writing, thematic units, and inventive spelling

Feature #2: Mathematics Their Way
Starring Techniques of Problem Solving (TOPS), treasure boxes, workjobs, and tubs

Date: Tuesday, May 22, 1990
Place: TK classrooms C-3 and D-3
Time: 7:00-8:00 p.m..

Appendix G

Parent comment and Request Form

Please use the space provided below to write any comments concerning the first meeting as well as requests for the next meeting. Please let us know if we discussed what you hoped we would, or if you are interested in hearing us discuss other topics. Your comments and requests will help us plan to make the next meeting meet your individual needs.

Thanks for your cooperation!

Appendix H

Parent Survey of TK Parent Meetings

The purpose of this survey is to collect data regarding the quantity and quality of information you received about the TK program by attending the TK Parent Information Meetings prior to placing your child in TK.

use the rating scale below to indicate your level of agreement or disagreement with each statement regarding the TK program at Fairglen Elementary School.

SCALE:
1 = Strongly Agree
2 = Agree
3 = Neutral
4 = Disagree
5 = Strongly Disagree

THANK YOU FOR YOUR PARTICIPATION!

_____ 1. I feel that I received adequate information from the TK Parent meetings regarding the TK program so that I will be able to objectively decide whether to place my child in TK.

_____ 2. I feel that I have greatly benefitted from attending the TK Parent meetings prior to deciding to place my child in the TK program.

_____ 3. In feel that I am completely familiar with the TK curriculum objectives after attending the TK Parent meetings.

_____ 4. I fully understand the purpose and need for a TK program in the public school system now that I have attended the TK Parent meetings.

_____ 5. I am in full agreement with the TK philosophy and curriculum approach as I understand it after having attended the TK Parent meetings.

_____ 6. I strongly believe my child would greatly benefit by participating in the program after having attended the TK parent Meetings.

7. I have attended both/one of the TK Parent meetings. (Circle that which applies).